



Public Schools of North Carolina

PROGRESS MONITORING

Laura Marsden

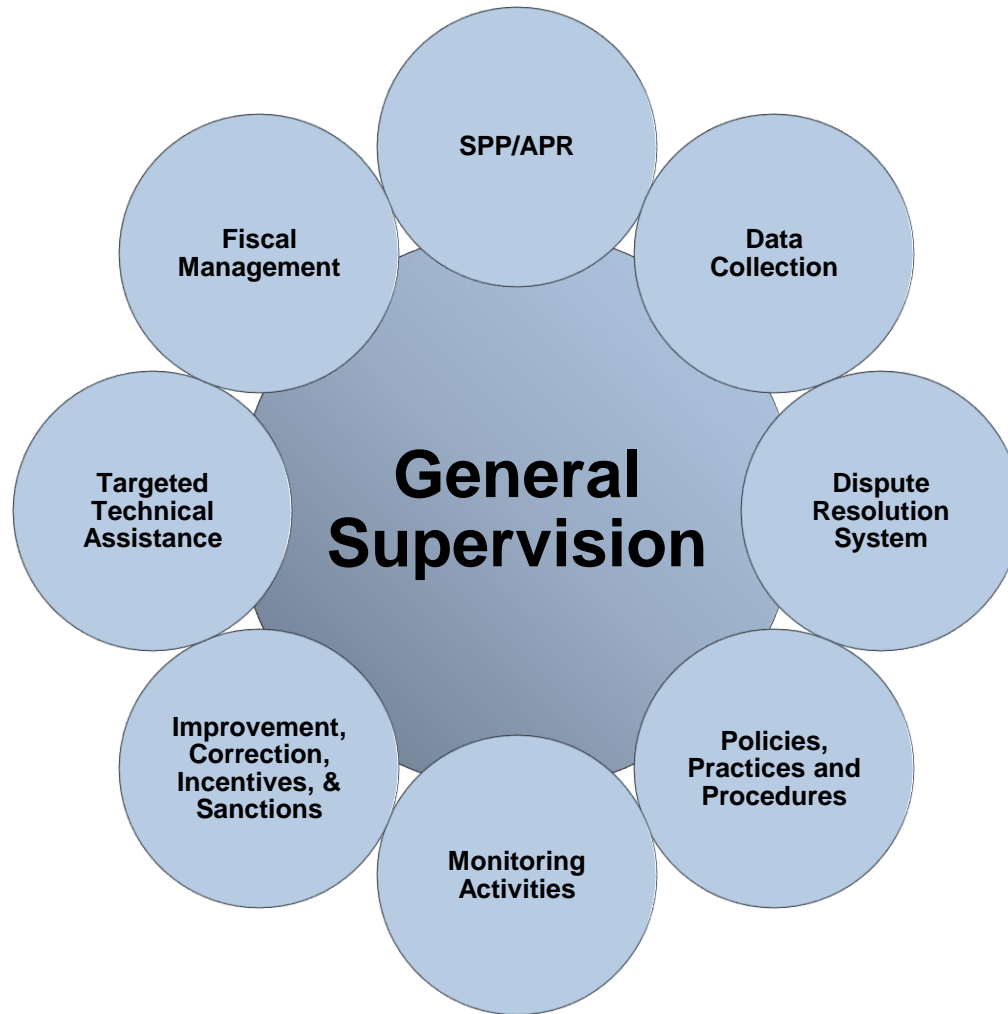
Nancy Woytowich

Teri Queen

Regi Bolen

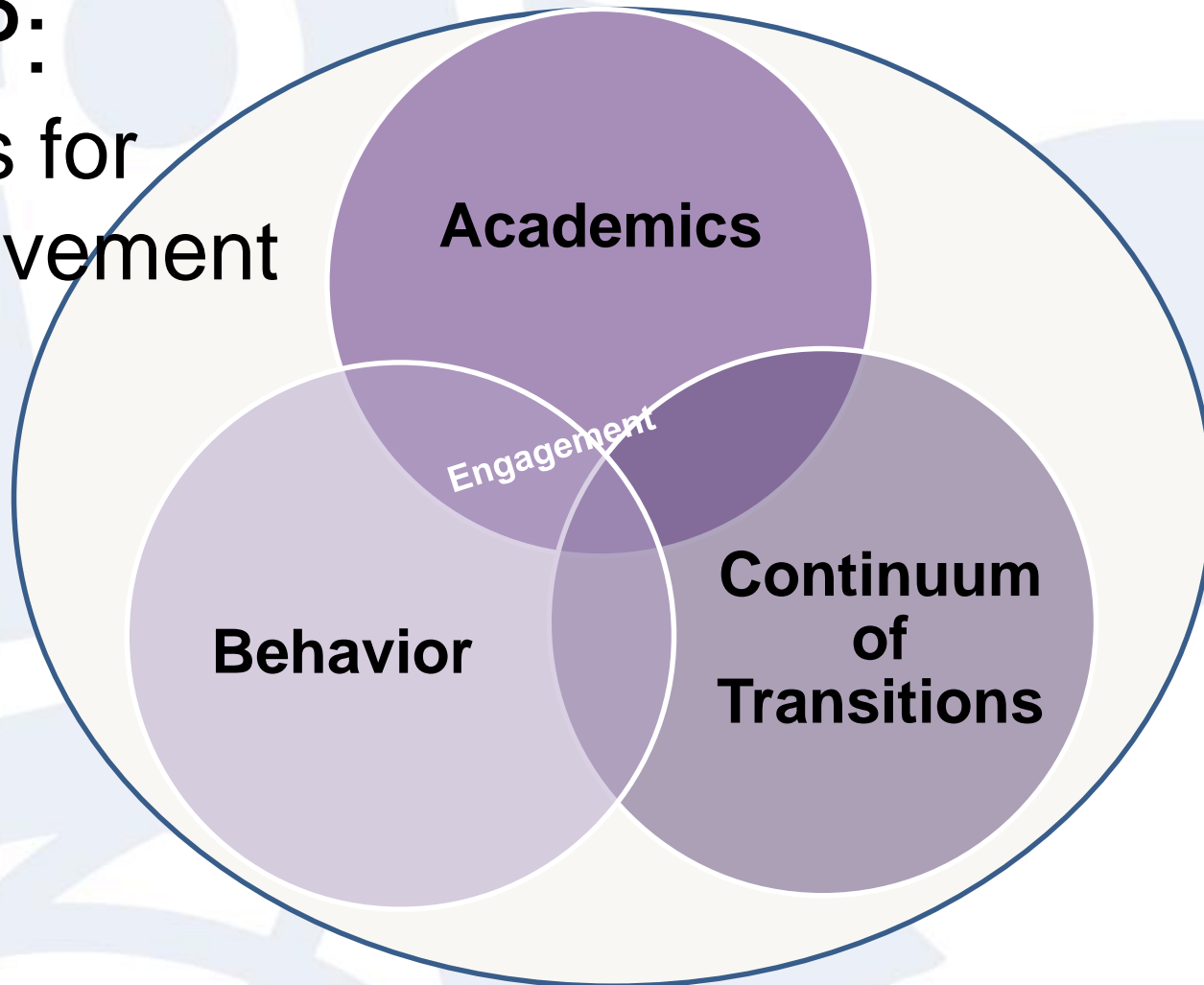
Nance Bellizzi

Exceptional Children Division





SSIP: Focus for Improvement



This Professional Learning Supports Improved Graduation Rate for Students with Disabilities by:

Engagement

Academics

- Active implementation of evidence-based instruction, preK through secondary
- Local capacity building
- Technical and adaptive leadership
- Comprehensive and efficient assessment system
- Student, Family, Staff, and Community Engagement

Behavior

- Active implementation of evidence-based behavioral programming, preK through secondary
- Local capacity building
- Culturally responsive instruction
- Positive school/class climate
- Comprehensive and efficient assessment system
- Student, Family, Staff, and Community Engagement

Continuum of Transitions

- Active implementation of evidence-based transition practices, preK to post-secondary
- Local capacity building
- Systemic and coordinated supports (including wraparound), preK to post-secondary
- Consistent attendance
- Extracurricular and/or employment opportunities
- Student, Family, Staff, and Community Engagement



NC 1500-2.11(b)(13) Progress Monitoring Policy

- Progress monitoring refers to a scientific research-based practice used to assess students' academic and/or behavioral performance and evaluate the effectiveness of instruction and/or specific interventions.
- Progress monitoring can be implemented with individual students, groups of students, or an entire class.
- Central to the practice is data-based documentation of repeated assessments that produce quantitative results that are charted over time to document rates of improvement.



NC 1500-2.11(b)(13) Progress Monitoring cont

- The measures should be brief, reliable, valid, sensitive, linked to the area of intervention/instruction, and measure the same construct/skill over time.
- Embedded assessments within evidence-based intervention programs can also be an important source of progress monitoring data for students that are performing well below grade level.



NC 1500-2.11(b)(13) Progress Monitoring cont

-Students who are performing very far below expected levels may be progress-monitored the most frequently with these types of measures, but should also receive periodic progress monitoring using a general outcome measure (CBM) in order to ensure skills are transferring to content that is closer to grade level expectations.



FOUR CORNER ACTIVITY

1. Progress monitoring is important because...

2. Progress monitoring is...

3. I don't progress monitor as often as I should because . . .

4. The one thing I need to learn today is . . .



FOUR CORNER ACTIVITY

www.menti.com

Code: 88 37 27



PLAN



**Progress Monitoring Plan
for Student Response to Specially Designed Instruction**

1. Identify and operationally define the behavioral or functional knowledge, action/skill, or ability that will be measured :

2. Describe the data collection method/tools:

3. Describe how often, what time of day, and where student progress will be assessed:

4. Identity team members responsible for:
- a) data collection –
 - b) data collection fidelity checks –
 - c) interpreting data to determine progress –
 - d) writing progress report to parents

Type	Primary Purpose	Characteristics
Outcome Assessments	To determine if we met outcomes	<ul style="list-style-type: none"> ▪ After Instruction ▪ Measures students against standards/expectations ▪ One time per year/course
Interim Assessments	To predict performance on outcome assessments	<ul style="list-style-type: none"> ▪ Administered throughout the year after sections of instruction ▪ Administered 3-4 times per year/course
Universal Screening Assessments	To identify students at risk and evaluate program effectiveness and growth throughout a school year	<ul style="list-style-type: none"> ▪ All students 2-3 x per year ▪ Critical academic skills typically measured by curriculum-based measures or Computer Adaptive Testing (CAT) ▪ Standardized administration ▪ Quick administration ▪ Predictive of larger outcomes ▪ Valid and Reliable
Diagnostic Assessments/ Processes	Used to determine why students are at-risk	<ul style="list-style-type: none"> ▪ Used for individual or small groups of students for problem analysis (<i>why is the problem occurring</i>) ▪ Used to plan effective instruction/interventions that target specific skills
Continuum of Formative Assessments	To inform instruction and determine effectiveness of instruction	<ul style="list-style-type: none"> ▪ Short cycle ▪ Used for planning daily instruction ▪ Useful in PLC planning ▪ Useful in monitoring core instruction



Progress-Monitoring of Interventions

(These guidelines around progress-monitoring practices are based on a thorough review of the research. They are outlined here as best practice. If these are a departure from your current practice, please take time to learn about these before changing the practices educators are using in your site(s). They are meant to be used in a well-functioning and established MTSS framework.)

In education, we measure all students' progress frequently in order to insure that they are on track for success. Students receiving supplemental or intensive instruction should be progress-monitored more frequently in order to insure that the interventions implemented are moving a student toward a pre-determined goal. Additionally, monitoring progress allows districts and schools to ensure the effectiveness of specific intervention programs or intervention protocol. Some key reasons for progress-monitoring of interventions are the following:

- ✓ To ensure effectiveness of interventions
- ✓ Measure student growth over time
- ✓ Inform instructional decisions
- ✓ Measure a student and/or a group response to intervention and instruction

To progress-monitor a student or students receiving supplemental or intensive intervention multiple measures are recommended. Measures used in progress-monitoring of students receiving interventions can include Curriculum-Based Measures (CBM) which includes general outcome measures, Computer Adaptive Testing (CAT), intervention-embedded assessments, and informal assessments/anecdotal data. All of these together provide a complete picture of a student or group of student's progress with intervention and instruction.

PROGRESS MONITORING

LEA Self-Assessment



Core Element 3: IEP Development, Implementation, and Outcomes

For this Core Element, consider the outcomes for students with disabilities in the LEA, and the process the LEA uses to support high fidelity implementation of IEPs.

Critical Component	Expected Implementation (Rate as 2)	Developmental Variation (Rate as 1)	Needs Improvement (Rate as 0)	LEA Rating	Documentation and Comments
3.1 Data indicate that students with IEPs are making progress towards grade level standards in the general education curriculum.	At least 80% of students with IEPs participating in state assessments met proficiency standards.	Between 50% and 79% of students with IEPs participating in state assessments met proficiency standards.	Fewer than 50% of students with IEPs participating in state assessments met proficiency standards.		
3.2 Data indicate that students participating in the Standard Course of Study are making progress on IEP goals.	At least 80% of students with IEPs who are participating in the College and Career Ready Curriculum met at least 80% of their IEP goals.	Between 50% and 79% of students with IEPs who are participating in the College and Career Ready Curriculum met at least 80% of their IEP goals.	Fewer than 50% of students with IEPs who are participating in the College and Career Ready Curriculum met at least 80% of their IEP goals.		
3.3 Data indicate that students participating in the Extended Content Standards are making progress on IEP goals.	At least 80% of students with IEPs who are participating in the Extended Content Standards met at least 80% of their IEP goals.	Between 50% and 79% of students with IEPs who are participating in the Extended Content Standards met at least 80% of their IEP goals.	Fewer than 50% of students with IEPs who are participating in the Extended Content Standards met at least 80% of their IEP goals.		
3.4 Data indicate that students with disabilities are graduating.	At least 80% of students with IEPs graduate within 5 years of entering high school.	Between 50% and 79% of students with IEPs graduate within 5 years of entering high school.	Fewer than 50% of students with IEPs graduate within 5 years of entering high school.		
3.5 IEPs are developed based on each student's unique needs and relevant progress monitoring data that clearly documents student growth.	<p>Progress monitoring data* is collected at least once each grading period and included in progress reports. Academic and behavioral data are used to review and revise IEP:</p> <p>A) Goals B) Service C) Specially-designed instruction D) Related services E) Accommodations F) Modifications</p>	<p>Progress monitoring data* is collected less than once each grading period or is not included in progress reports. - OR- Academic and behavioral data are not collected or are not used to review and revise IEP:</p> <p>A) Goals B) Service C) Specially-designed instruction D) Related services E) Accommodations F) Modifications</p>	<p>Progress monitoring data* is collected less than once each grading period or is not included in progress reports. - AND- Academic and behavioral data are not collected or are not used to review and revise IEP:</p> <p>A) Goals B) Service C) Specially-designed instruction D) Related services E) Accommodations F) Modifications</p>		



Johanthon's Monthly Iep Data

Month: _____

LA: identify obj/pics according to characteristics, function or class
(80% accuracy on 5 trials)

Date	Identifiers	correct	incorrect

Math: continue pattern with up to 4 parts
(90% on 5 trials)

Date	# parts	continued +/-

Science: identify or name 15 body parts

Date:						
finger						
nail						
arm						
elbow						
neck						
head						
stomach						
leg						
knee						
ankle						
toe						
back						
butt						
chin						
forehead						
shoulder						

Social Sciences: tasks in community

Date:	Trip:
Task:	I V PP FP
Task:	I V PP FP
Task:	I V PP FP

Notes/Other:



PROGRESS MONITORING

ACADEMICS



“Why weigh the hog unless you are going to feed it?”

(Reid Lyon)



Pig (US Department of
Agriculture, n.d.)



Progress Monitoring

Example

- | | |
|--|------------------------------------|
| • DIBELS | • Curriculum Based Measures (CBMs) |
| • In Program Assessments (i.e.. Quick Checks in SPIRE) | |
| • AIMSweb | |

Purpose

- | |
|---|
| • Provides a quick glance to see if students are on track to meet goals |
| • Measure the effectiveness of instruction / intervention |

It is NOT

- | |
|---|
| • Specific enough to provide in-depth details about weaknesses |
|---|



Example of In-Program Progress Monitoring

Letterland Step-by-Step Grade 1 Fluency Screening
© 2009 Letterland International, Ltd.

Child's Name _____
Date _____
Teacher _____
School _____

Section A Fluency Check (Units 1-7)

cat	big	hop	man	net	5
fun	sock	nap	win	got	10
pick	can	chin	tell	hat	15
much	bug	six	sad	back	20
duck	lap	quit	let	cups	25
ten	fog	ham	thin	beds	30

Total Correct Words Per 30 Seconds: ____ Borderline: 10-14 ☐ Mastery: 15-30 ☐

Sections B-D Fluency Check (Units 8-18)

she	lake	flag	call	thing	5
rope	stop	mess	trick	land	10
why	nice	white	bank	will	15
puff	wall	frog	skin	mask	20
place	made	club	dry	those	25
grape	stuff	resting	sent	huge	30

Total Correct Words Per 30 Seconds: ____ Borderline: 10-14 ☐ Mastery: 15-30 ☐

Assessor's Copy

Letterland Step-by-Step Grade 1 Fluency Screening
© 2009 Letterland International, Ltd.

Student Pages

Section A

cat	big	hop	man	net
fun	sock	nap	win	got
pick	can	chin	tell	hat
much	bug	six	sad	back
duck	lap	quit	let	cups
ten	fog	ham	thin	beds

Student Copy



Progress Monitoring Data Collection Example



SENTENCE DICTATION

Name: _____

Date	10/20	10/22	11/2	11/5	11/7	11/9	11/11							
Name, date, heading (3)	2	2	3	3	3	3	3							
Numbering sentences (1)	1	1	1	1	1	1	1							
Skip line (1)	1	1	1	1	1	1	1							
Capitals (3)	1	2	1	3	2	2	3							
Punctuation marks (3)	2	2	2	1	2	2	3							
Spelling (4)	2	3	4	3	3	3	4							
+/- words (2)	2	2	2	2	1	2	1							
Handwriting (3)	3	2	3	3	2	2	3							
Total = 20 points	14	15	17	17	15	16	19							



Examples of Progress Monitoring



Form K-1

Letter Names

o	X	A	s	O	B	E	a	T	x
e	r	Z	S	L	t	R	N	p	C
m	D	P	n	F	I	M	f	K	i
k	c	G	v	z	W	U	h	Q	u
w	y	I	V	d	J	b	j	q	A
T	a	O	s	X	o	B	x	A	E
Z	L	N	r	S	p	t	e	C	R
K	M	F	P	m	i	f	I	n	D
W	h	u	v	c	k	G	z	U	Q
A	y	q	j	b	d	J	V	I	A

© 2009 University of Oregon

Assessor Copy

Form K-1

Student Name: _____

Date: _____

Letter Names

Procedures

Place the probe marked "Letter Names Student Copy" in front of the student. Read the directions to the student. When you are finished administering the test, enter the student results on the website for scoring and record keeping.

Directions

"When I say begin, say the name of each letter. I will stop you after 60 seconds. Start at the top of the page and read across each row." Demonstrate by sweeping your finger from left to right across the first row. **"Move your marker down after each row."** Demonstrate. **"Any questions?... Ready?...Begin."** At 60 seconds, say **"Stop."** Mark the last letter with a bracket.]

Note: This is a 60 second timed test.

Scoring

If student:

- Self corrects, write S.C. above letter name and count as correct.
- Says incorrect letter name, slash through letter name, and count as incorrect.
- Hesitates more than 3 seconds, supply the letter name and count as incorrect.
- Skips letter, circle the letter and count as incorrect.
- Clearly loses his/her place, point to the next letter.

o	X	A	s	O	B	E	a	T	x	10
e	r	Z	S	L	t	R	N	p	C	20
m	D	P	n	F	I	M	f	K	i	30
k	c	G	v	z	W	U	h	Q	u	40
w	y	I	V	d	J	b	j	q	A	50
T	a	O	s	X	o	B	x	A	E	60
Z	L	N	r	S	p	t	e	C	R	70
K	M	F	P	m	i	f	I	n	D	80
W	h	u	v	c	k	G	z	U	Q	90
A	y	q	j	b	d	J	V	I	A	100

Correct _____

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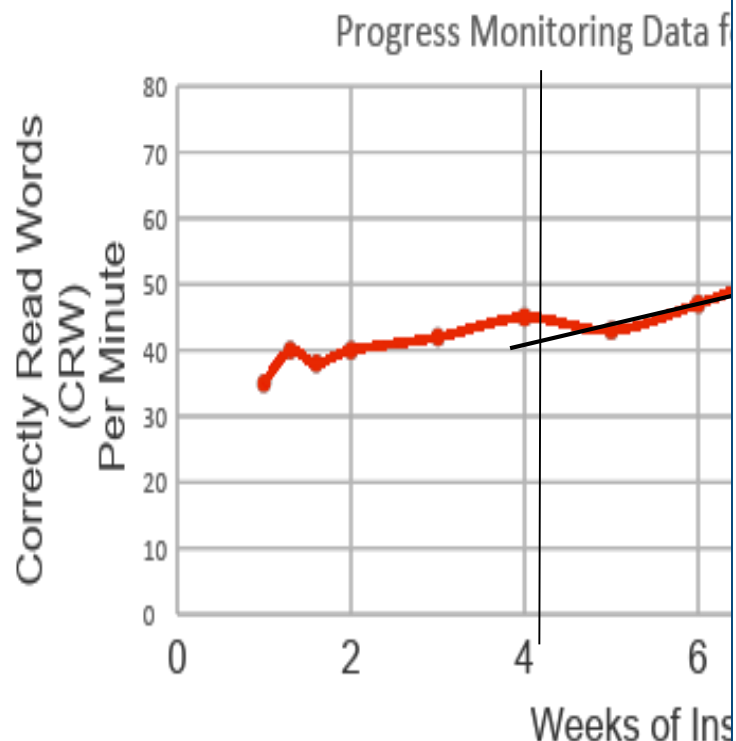
https://app.easycbm.com/static/files/pdfs/cbms/In/Letter_Names_Grade_K_Form_1.pdf

https://app.easycbm.com/static/files/pdfs/cbms/In/Letter_Names_Grade_K_Form_1_Assessor.pdf



Public Schools of North Carolina

Example of Progress Monitoring Data Graph



Numbers on left side of graph: What **skill** is being **measured**

Numbers at the bottom of the graph: Weeks of **Instruction**

Solid Vertical Line :
Indicates the **START** of intervention/instruction

Solid line with an upward angle:
Aimline

Dotted line (Red): **Student progress data**;
first three points to the left of the start of the intervention line are the baseline data points



Growth Rates

Weekly Growth Rates for ORF CBM:
Words Read Correctly (WRC)

Grade	Realistic growth rates per week (WRC)	Ambitious growth rates per week (WRC)
1	2	3
2	1.5	2
3	1	1.5
4	0.85	1.1
5	0.5	0.8
6	0.3	0.65

(Hosp, Hosp, and Howell,
2007, p. 46)



Calculating Growth Rates/Rate of Improvement (ROI) for Oral Reading Fluency (ORF)

ORF Student Score (Grade 2):

#wks of instruction: 6

Ambitious Growth Rate: 2

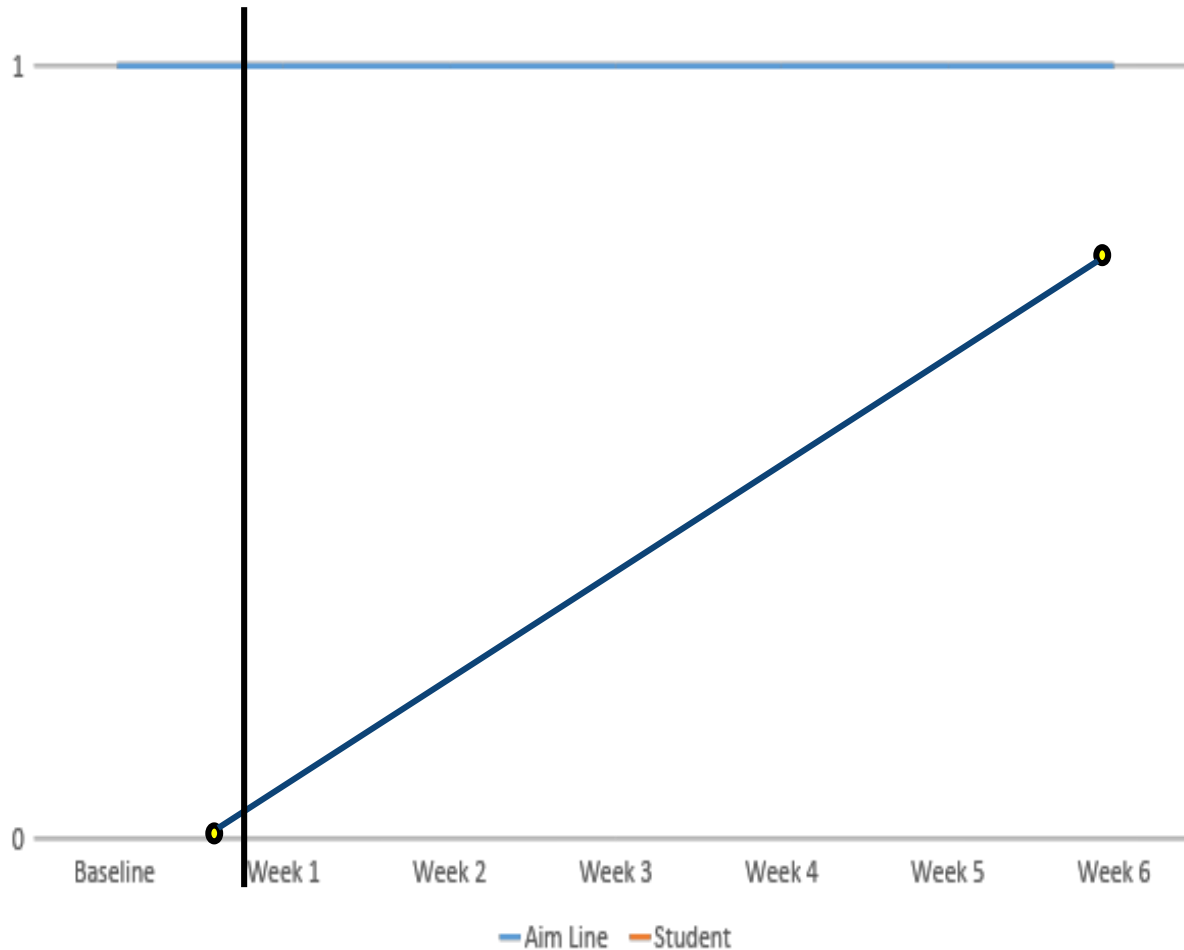
Baseline (WRC):15

(#wks X AGR) + Baseline = Expected ROI

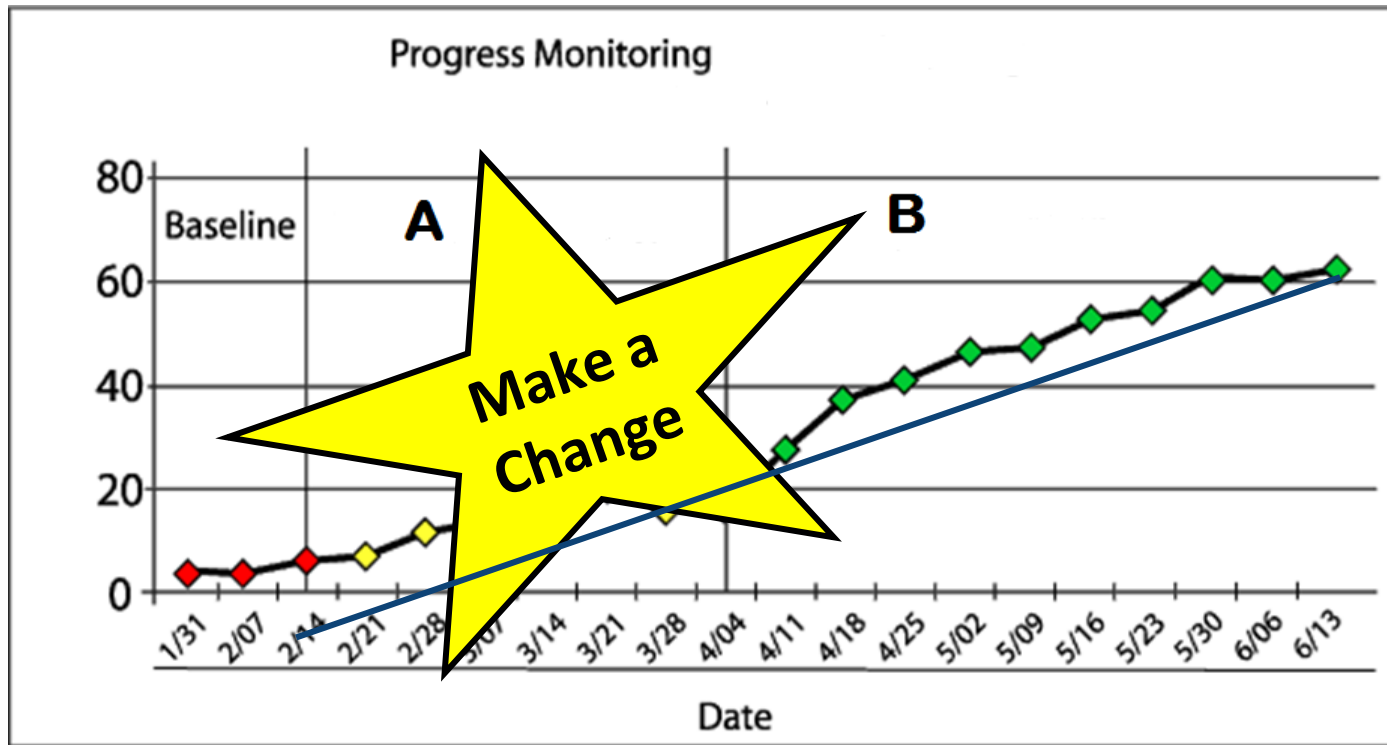
$$(6 \quad x \quad 2) + 15 \quad = 27$$



Rate of Improvement (ROI)



Example of Data Collection Graph



2/14

LET'S TALK ABOUT Math!



Questions You *Can* Answer

- Is the combination of core *and* supplemental instruction benefiting students?
- Is a student / are a group of students progressing at an expected rate?
- Will the rate of growth close the gap between this student / this group of students and peers?
- Is the progress being made on other formative assessments generalizing to broad critical skills?
- Is an instructional change warranted?



PROGRESS MONITORING

EFFECTIVENESS OF INSTRUCTION

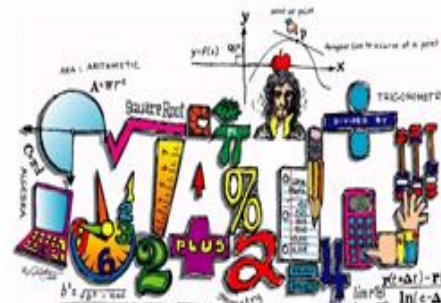
STUDENT RESPONSE



PROGRESS MONITORING

SKILL-BASED

BROAD-BASED



EXAMPLES

	INFORMAL	FORMAL
SKILL-BASED	<ul style="list-style-type: none">• Teacher Observations• Exit Tickets• White Boards• Questioning• Clickers• Student Self-Evaluation	<ul style="list-style-type: none">• Program-Embedded Assessment• Mastery Measurement (Subskill Measurement)
BROAD-BASED	<ul style="list-style-type: none">• Teacher-Created Unit Tests• Common Formative Assessments• District-Created Benchmarks	<ul style="list-style-type: none">• Curriculum-Based Measurement (CBM)• General Outcome Measurement



National Center on INTENSIVE INTERVENTION

at American Institutes for Research ■

Coaches' Corner

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Tools Charts ▼

Implementation Support ▼

Instructional Support ▼

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Home > Tools Charts >

Academic Progress Monitoring

This tools chart presents information about academic progress monitoring tools organized in two charts. One includes tools that are General Outcome Measures (GOMs) and one includes tools that are Mastery Measures (MM). Click the buttons below to navigate between the charts. Both charts have three tabs that include ratings on the technical rigor of the tools:

- Psychometric Standards
- Progress Monitoring Standards
- Data-based Individualization Standards

Legend

-  Convincing evidence
-  Partially convincing evidence
-  Unconvincing evidence
-  Data unavailable

[View Chart Resources](#)

General Outcome Measures


Mastery Measures

FILTER
RESULTS

- Select grade -

Math

Apply

 Print Chart



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Focus on Critical Content (Examples)

In Depth Treatment of whole numbers (K-5)

- Subitizing
- Counting
- Number composition/decomposition
- Base-ten
- Meaning of addition, subtraction, multiplication, and division
- Reasoning behind algorithms
- Problem solving strategies



Gersten, et al., 2009



Focus on Critical Content (Examples)

Third Grade	
Major Clusters	Supporting/Additional Clusters
Operations and Algebraic Thinking <ul style="list-style-type: none"> Represent and solve problems involving multiplication and division. Understand properties of multiplication and the relationship between multiplication and division. Multiply and divide within 100. Solve problems involving the four operations, and identify and explain patterns in arithmetic. 	Number and Operations in Base Ten <ul style="list-style-type: none"> Use place value understanding and properties of operations to perform multi-digit arithmetic.
Number and Operations—Fractions <ul style="list-style-type: none"> Develop understanding of fractions as numbers. 	Measurement and Data <ul style="list-style-type: none"> Represent and interpret data. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
Measurement and Data <ul style="list-style-type: none"> Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 	Geometry <ul style="list-style-type: none"> Reason with shapes and their attributes.

NCDPI Major Work Documents



Keeps track of an unorganized pile (8)

Notices when recounting a group results in a different number (5)

Is bothered when counting a group results in the same number after some have been added or taken away (6)

Spontaneously checks by recounting to see if results are the same (7)

Knows “how many” after counting (1)

Counts out a particular quantity (3)

Reacts to an estimate when counting (2)

Spontaneously adjusts estimate while counting and makes a closer estimate (4)



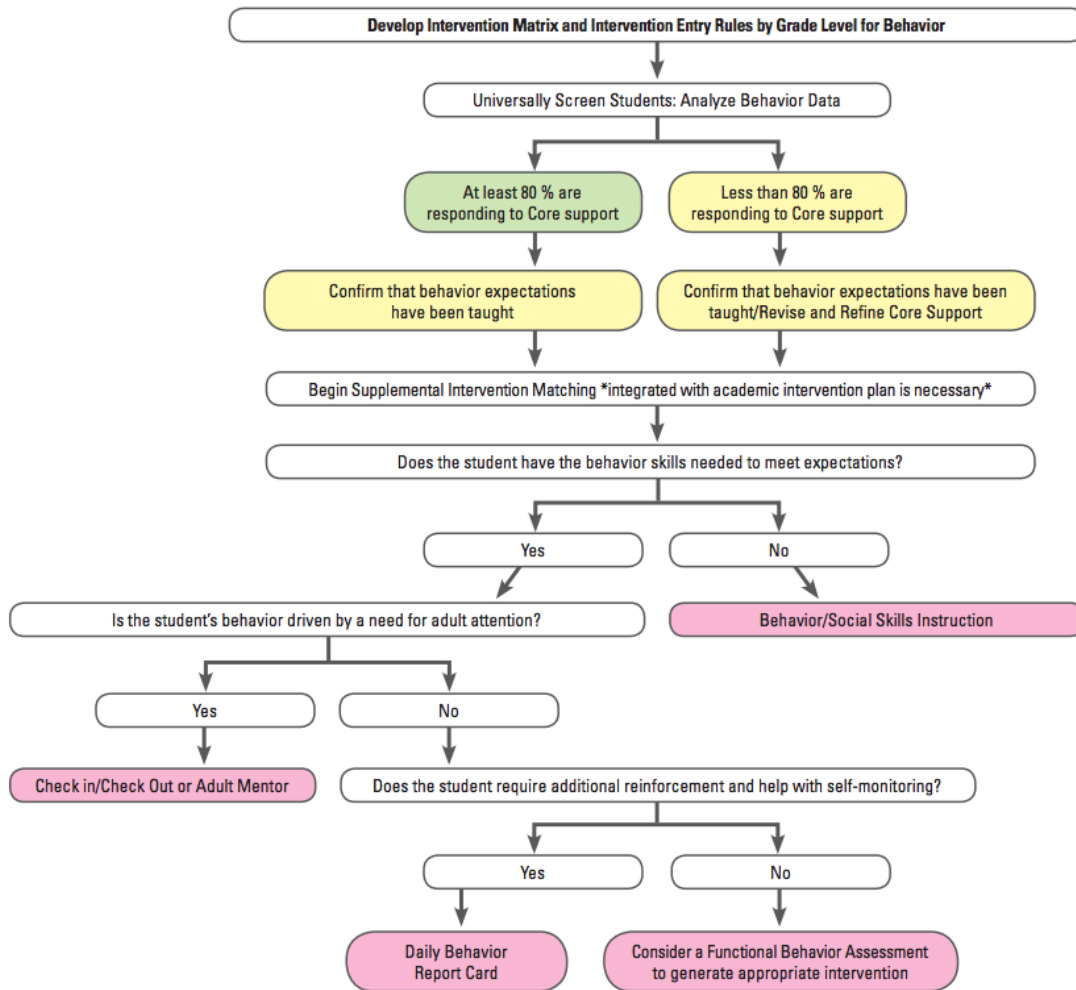
BEHAVIOR



Student is Receiving Core Support if the Classroom Provides:

- Classroom behavior expectations are taught and reviewed regularly
- Students and teacher interactions are at a ratio of 4:1 (4 positive statements for every corrective statement)
- Clear routines and procedures are a part of the instructional procedures in the classroom
- Differentiated instruction to include multiple opportunities to respond
- Methods for providing feedback on student behavior skill development that includes affirming and corrective statements





Flowchart for designing a behavior component to the intervention system

- [Flowchart](#)
- [Explanation](#)

Data to problem solve supplemental intervention placement

- Office Discipline referrals
- Screening Tools
- Classroom consequences/punishment
- Present Level of Performance around behavior skills that are in place
- Antecedent Behavior and Consequence data
 - [Example](#)
 - [Brief Diagnosis Procedure](#)





Tier 1: Differentiated Instruction

Examples:

- Planned ignoring
- Reminder Cards
- Proximity
- Picture cues
- Teach appropriate use of breaks
- Re-teaching expectations
- Choice (peers, activities, product etc.)
- Stress balls, wiggle seats, fidgets
- Positive office referrals
- 2X10 (chat with student 2 mins for ten days)
- Increase reinforcement
- Use differential reinforcement
- Teach appropriate ways to avoid work/attention
- Teach appropriate ways to gain attention

This is just
the
beginning



Supplemental Interventions

Check in/Check Out  Attention

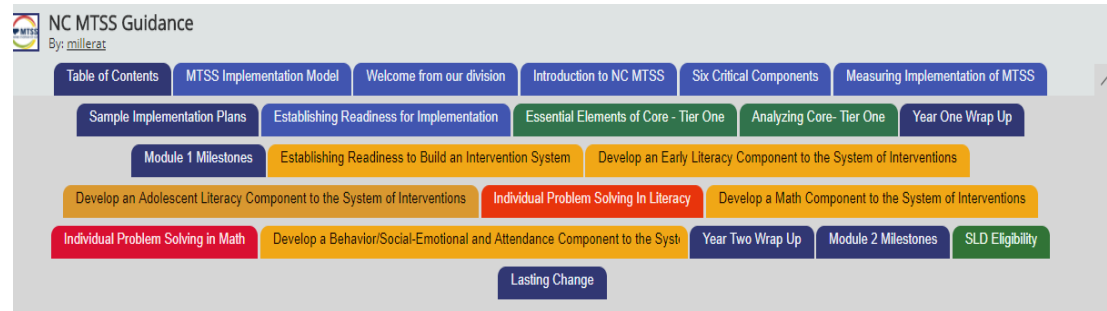
Social Skills Instruction  Escape and/or attention

Mentoring Program/Safe Adult  Attention



Behavior Progress Monitoring Tools

Daily Behavior Report
Card/CICO
Daily Behavior
Rating/DBR
Frequency Counts



NC MTSS Guidance

Comprehensive guidance
for implementing and
sustaining North
Carolina's MTSS
framework for school
improvement.



[Details](#)

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- [Measuring Implementation of MTSS](#)
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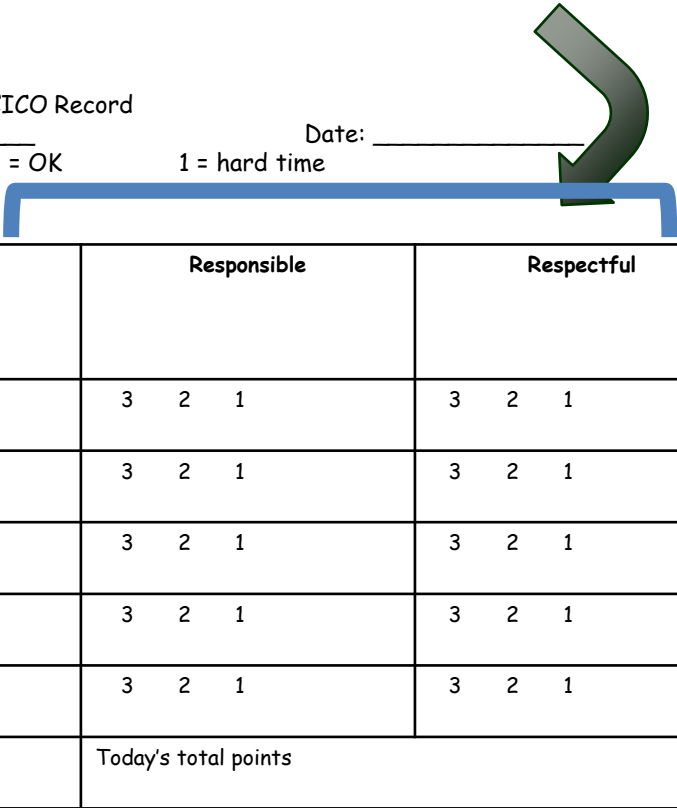
CICO Daily Progress Report

- Teachers rate student behavior at end of class periods
- Rating occurs daily

CICO Record

Name: _____ Date: _____

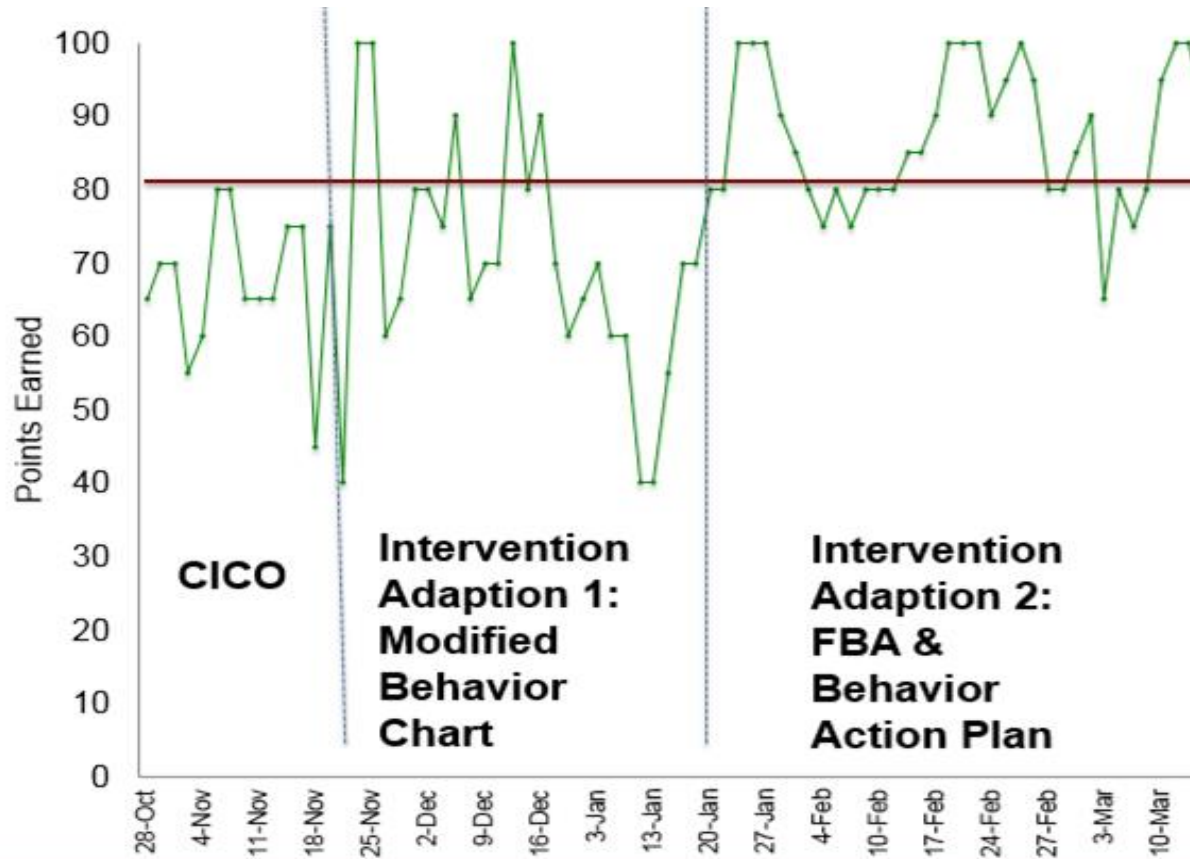
3 = great 2 = OK 1 = hard time



	Safe	Responsible	Respectful
Check In	3 2 1	3 2 1	3 2 1
Morning:	3 2 1	3 2 1	3 2 1
Lunch	3 2 1	3 2 1	3 2 1
Afternoon:	3 2 1	3 2 1	3 2 1
Check Out	3 2 1	3 2 1	3 2 1
Today's goal	Today's total points		



Robert's CICO Data

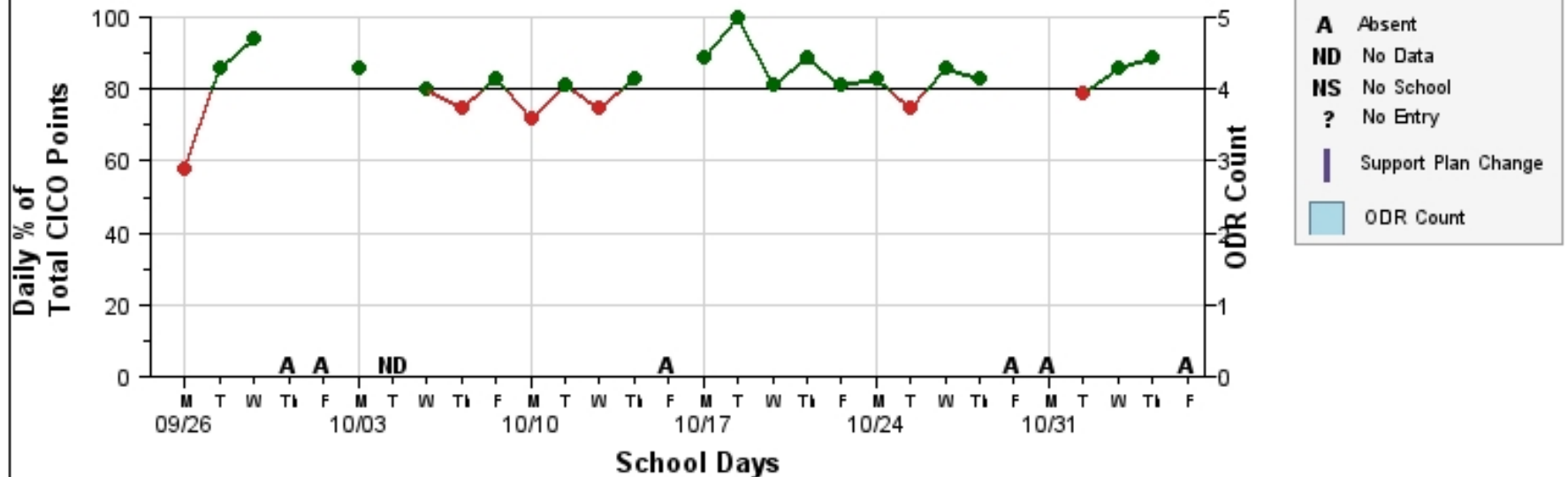


CHECK IN/CHECK OUT

Generated: 10/31/11

Student: Dana Jarvis

CICO Individual Student Count Report September 24 - November 4, 2011



DAILY BEHAVIOR REPORT CARD

DBR: Daily Behavior Report Card

Student: _____

Time/Period: _____

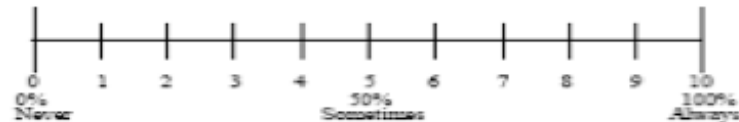
Teacher: _____

Grade: _____

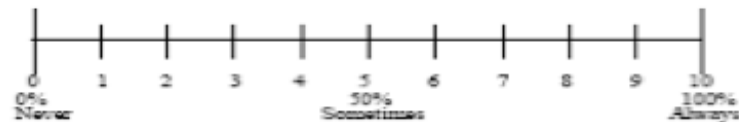
Description of Activity: _____

Directions: Place a dot along the line that best reflects the percentage of time the child exhibited the specified behavior during the observation.

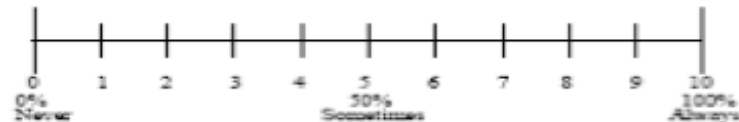
Disruptive Behavior: Disruptive behavior is defined as a student action that interrupts regular school or classroom activities. For example: out of his/her seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.



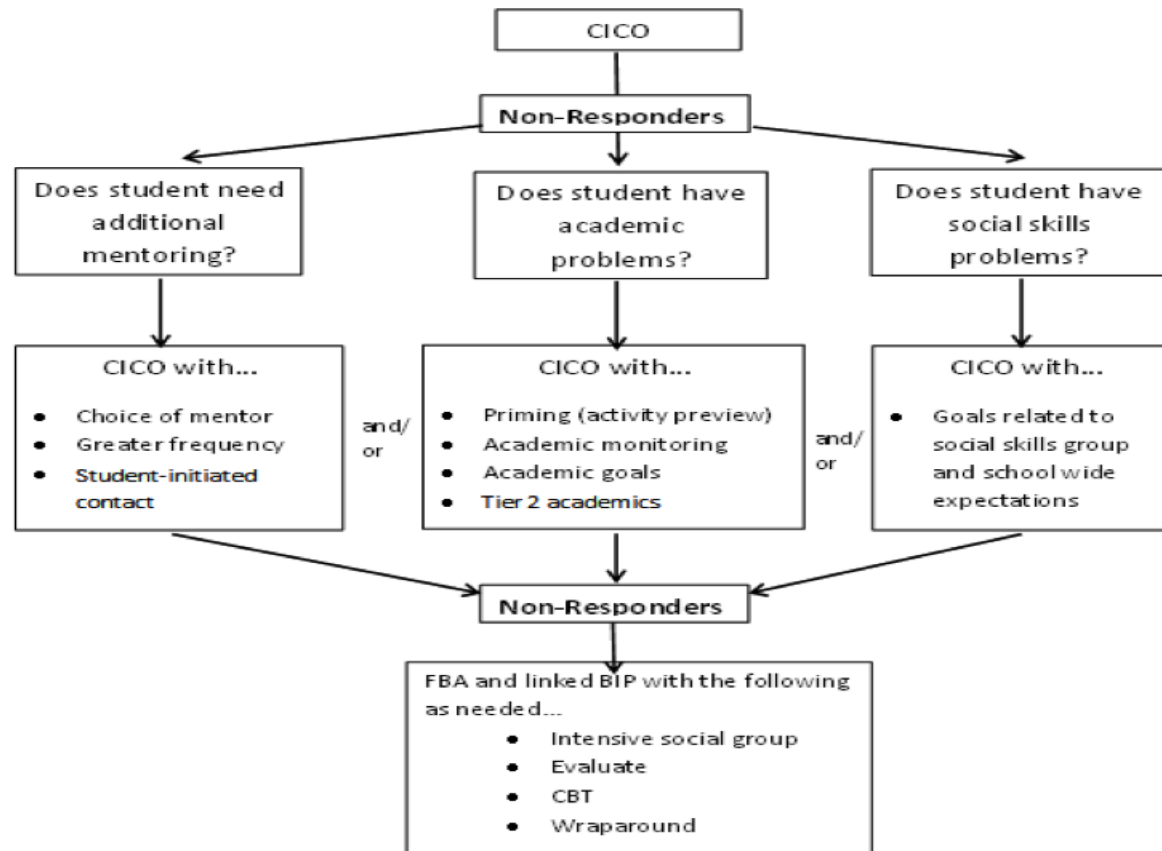
Academically Engaged: Academically engaged behavior is defined as actively or passively participating in classroom activities. For example: writing, raising his/her hand, answering a question, or talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.



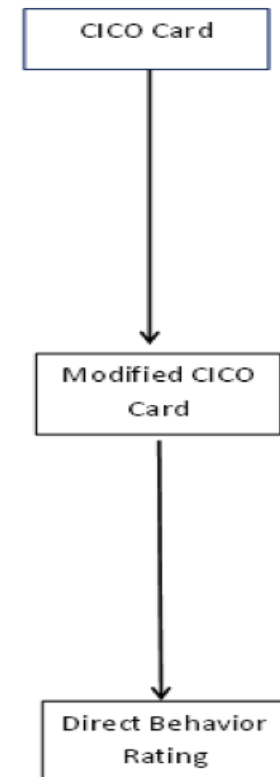
Optional Behavior: _____



Intervention Progression



Progress Monitoring Tools



Progress Monitoring Tools for Students with Hearing Loss, Visual Impairment, & Deaf-Blindness

**Sensory Support & Assistive
Technology Section**



“Unless the language levels of deaf children are within 1 or 2 years of the levels of those in the regular class in which they are placed, they are virtually cut off from the entire verbal input process that is basic to educational experiences.”

A. McConkey Robbins, 2000



Cottage Acquisition Scales for Listening Language & Speech

CASLLS Design

- Assess and monitor cognition, listening, language, and speech
- Select developmentally appropriate objectives
- Plan instruction to promote typical language acquisition in children
- Provide a clear roadmap for professionals and parents

www.sunshinecottage.org



Levels of the CASLLS

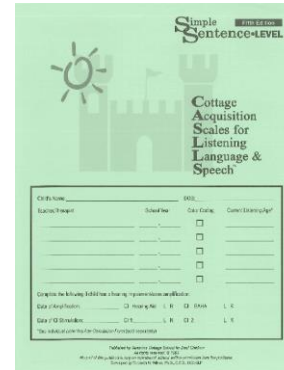
Complex

Simple Sentence

Pre-Sentence

Pre-Verbal

Sounds and Speech



Simple Sentence-LEVEL

Cottage Acquisition Scales for Listening Language & Speech

Child Name: _____ DOB: _____

Teacher/Observer: _____ School Year: _____ Date: _____ Current Listening Age? _____

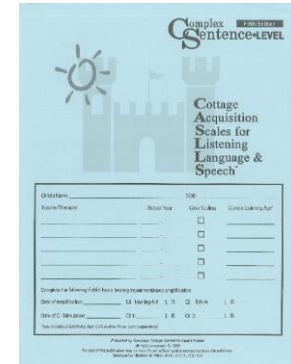
Consider the following child has a hearing impairment or condition:

Date of diagnosis: _____ ☐ Hearing Aid ☐ L ☐ R ☐ BNA ☐ L ☐ R

Date of ID diagnosis: _____ ☐ L ☐ R ☐ BNA ☐ L ☐ R

The individual is eligible for the Standard Pre-Sentence level.

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Complex Sentence-LEVEL

Cottage Acquisition Scales for Listening Language & Speech

Child Name: _____ DOB: _____

Teacher/Observer: _____ School Year: _____ Date: _____ Current Listening Age? _____

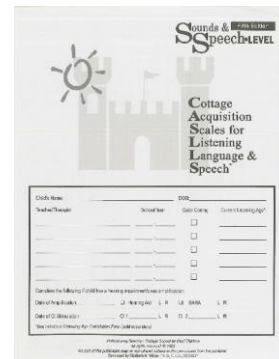
Consider the following child has a hearing impairment or condition:

Date of diagnosis: _____ ☐ Hearing Aid ☐ L ☐ R ☐ BNA ☐ L ☐ R

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The individual is eligible for the Standard Pre-Sentence level.

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Sounds & Speech-LEVEL

Cottage Acquisition Scales for Listening Language & Speech

Child Name: _____ DOB: _____

Teacher/Observer: _____ School Year: _____ Date: _____ Current Listening Age? _____

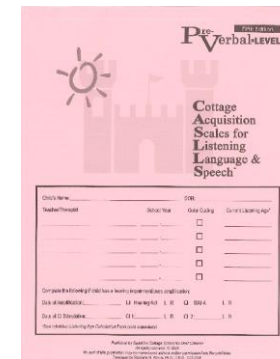
Consider the following child has a hearing impairment or condition:

Date of diagnosis: _____ ☐ Hearing Aid ☐ L ☐ R ☐ BNA ☐ L ☐ R

Date of ID diagnosis: _____ ☐ L ☐ R ☐ BNA ☐ L ☐ R

The individual is eligible for the Standard Pre-Sentence level.

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Pre-Verbal-LEVEL

Cottage Acquisition Scales for Listening Language & Speech

Child Name: _____ DOB: _____

Teacher/Observer: _____ School Year: _____ Date: _____ Current Listening Age? _____

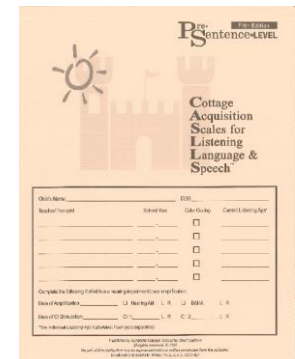
Consider the following child has a hearing impairment or condition:

Date of diagnosis: _____ ☐ Hearing Aid ☐ L ☐ R ☐ BNA ☐ L ☐ R

Date of ID diagnosis: _____ ☐ L ☐ R ☐ BNA ☐ L ☐ R

The individual is eligible for the Standard Pre-Sentence level.

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Pre-Sentence-LEVEL

Cottage Acquisition Scales for Listening Language & Speech

Child Name: _____ DOB: _____

Teacher/Observer: _____ School Year: _____ Date: _____ Current Listening Age? _____

Consider the following child has a hearing impairment or condition:

Date of diagnosis: _____ ☐ Hearing Aid ☐ L ☐ R ☐ BNA ☐ L ☐ R

Date of ID diagnosis: _____ ☐ L ☐ R ☐ BNA ☐ L ☐ R

The individual is eligible for the Standard Pre-Sentence level.

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Public Schools of North Carolina

Listening

Awareness
Discrimination
Identification
Comprehension

0-3 months	O	A
quiets/excites in response to novel sounds ⁷		
responds or startles to loud sounds		
shows a preference for primary caregiver's voice		

12-15 months	E	M	G
follows 1-step commands			
responds to requests to say words (imitates)			
enjoys rhymes & finger plays			
understands 3-20 words ² : family names			
toys			
foods			
body parts			
familiar routines			

24-30 months	E	M	G
points to 4 action words in pictures			
recognizes family members' names (Daddy, Billy, Carol)			
can give "just one"			
understands big, little			
responds to simple questions (What's he doing?)			
understands in/on/under			
repeats 2 numbers or words			
repeats a 4-5 word sentence			

4-4 ½ years	E	M	G
comprehends irreversible passives*			
recalls five details from a story/lesson			
memorizes lines of a song, poem, play			
recites nursery rhymes			
tells what happened with all critical points for 3-4 sentence paragraph			



Nouns & Noun Modifiers

24-30 months	E	M	G
conjoins* nouns with and			
uses modifier* + noun as direct object (big ball)			
uses indefinite article: a			
uses color/size adjective			
uses some, another, other (indicates same kind)			
uses lots of			
uses number + N			
uses some with non-count nouns* (some water)			
uses nouns as modifiers (cookie dough/trash can)			

30-36 months	E	M	G
uses early relative clauses * (thing I got, one mom made)			
uses definite article: the (shows class membership)			
uses elaborated noun phrases (<u>That big ball</u> is mine.)			
uses quantifiers: many, all, a lot of			
uses indefinite article: an			
uses double adjectives (big, red)			
uses indirect objects * (give/take/show X to X)			

36-42 months	E	M	G
uses plural -s, -es			
uses possessive 's			
use a(n)/the to show specific vs. nonspecific			
produces first opposites			
always uses a subject			
noun phrase includes variety of modifiers ¹			
uses more elaborate quantifiers (just/only a little bit, a few more)			
uses adjectives: texture			
uses first/last/ordinals/next/both/any/each/few/every/much/several			
uses verbs as adjectives (frying pan/coloring book)			

42-48 months	E	M	G
uses are w/ plurals			
uses pre-articles * (a box of, a bunch of)			
uses most, least			
uses no article when acceptable* (I eat apples.)			
uses D.O. + relative * same subject as main subject (I like the bike that I got for my birthday.)			

Prepositions & Pronouns

24-30 months	E	M	G
uses subject pronouns: you, I, it			
uses object pronouns: you, me, it			
uses possessive pronouns: my, your			
uses pronoun: one			
uses possessive nominative pronoun: mine			
uses demonstrative pronouns this, that as noun (This/That is my hat.)			
uses adverb-place: at, into, to, onto, up, from, off, around, on top of, near			

30-36 months	E	M	G
uses adverb-place: above, across, away from, down, below, by, out (of), under, over (to), through, off of, next to			
uses subject pronoun: he			
uses adverb-time: at, in, on			
uses adverb-manner (how): with, without (I cut with a knife.)			
uses something			
uses here, there as noun			
uses prepositions: of, for, like			

36-42 months	E	M	G
uses subject pronouns: we, she, they			
uses object pronouns: her, him, them			
uses ambient* it (It is/It's raining. It was fun.)			
uses indefinite pronouns: everybody/one/thing			
uses adverb-place: behind, in back/front of, between, in the middle of			
uses adverb-accompaniment (who, what): with, without (I'm gonna play with my friend.)			
uses adverb-time: during			

42-48 months	E	M	G
uses reflex. pronoun: myself			
uses possessive pronouns: its, her, his			
uses adverb-place: after, before, beside, beyond			
uses adverb-time: from, to			
uses indefinite pronouns: someone/body			

Verbs & Modals

24-30 months	E	M	G
uses Sentence Pattern I¹ : NP + V			
uses Sentence Pattern II¹ : NP + V + NP (want, have, eat see, like...)			
uses gonna/wanna to express wish/intention			
uses Sentence Pattern V² : NP + cop. be + location			
uses uncontractible copula : is*			
uses Sentence Pattern IV² : NP + cop. + equivalent			
uses particle verbs (dress up, put on, take off...)			

30-36 months	E	M	G
uses can, will, let's, could			
uses and to conjoin verbs			
uses simple infinitives: (I like to swim.)			
uses imperatives to make request or give command			
uses present tense copula be: am, are, is			
uses Sentence Pattern III² : NP + cop. + adjective			
uses contractible copula in Patterns III, IV, and V ² (He's/I'm/She's/You're/etc.)			
uses contractible future : will (I'll, he'll, we'll)			

36-42 months	E	M	G
uses hafta, gotta, would, might, should, 'd better			
uses know how to ___			
uses Sentence Pattern V² : NP + cop. + reason/recipient (This is for you.) (That's for the party.)			
uses Sentence Pattern V² : NP + cop. + adverb-time (The party's on Friday.)			
uses Sentence Pattern IV² : with sense verbs (looks like, feels like, etc.)			
uses 4.3 words/sentence			

42-48 months	E	M	G
uses must			
uses past tense copula: was, were			
uses Sentence Pattern IV² : became, changed/turned into... (He became president.)			

Tense & Negation

24-30 months	E	M	G
uses -ing with no auxiliary be ¹ (baby sleeping)			
uses NP no VP¹			
uses don't, can't to indicate nonexistence, disappearance, nonoccurrence			
uses no as a negative determiner* (no bananas)			
uses a few irregular past tense forms (ate/made/did/saw/went, etc.)			

30-36 months	E	M	G
uses NP + not + VP			
uses over-generalized -ed¹			
uses can't/don't/not gonna to reject & prohibit			
uses That's not..., It's not...			
uses contractible forms for present progressive (He's running.)			
uses nothing, none			
uses I'm not/never			

36-42 months	E	M	G
uses won't			
uses present progressive: is/are/am + verb-ing			
uses uncontractible* present progressive (The children are running.)			
uses don't know how to			
uses nobody, no one			
uses couldn't, wouldn't			

42-48 months	E	M	G
uses copula be + negation isn't, aren't, is not, are not			
uses infrequently present perfect¹ (I have eaten)			
uses past tense -ed			
uses many irregular past forms (drank, swam, ran,...)			
uses 3rd person singular present tense: -s (She/My Mom works...)			

Emerging Complexity

24-30 months	E	M	G
uses adverb-time*: now, already, again			
uses simple wh- clauses for direct object (D.O.)* (See what I have.)			
uses locative adverbs*: there, here, outside, up			
uses too (inclusion)			
uses unmarked infinitives* w/ help, watch, let, make (make/help/watch it go)			
uses intensifiers: very, so, too, really (That's ... hot.)			

30-36 months	E	M	G
uses 2 adverbs* manner: fast, slowly, quietly, carefully			
uses and (then) to conjoin sentences			
uses adverb-time: later, never, yesterday, always, tomorrow, today			
uses a full sentence for D.O.* (I think John is tired today.)			
uses or to state choice			

36-42 months	E	M	G
uses and, but to oppose (I want the blue one and/but he wants the red one.)			
uses multiple embeddings (I think the man knew what to do.)			
uses first, then			
uses days of the week			
uses almost, hardly			
uses just, only, even			
uses soon, next, finally			
uses all the time, every day			
uses tenseless clauses as D.O.* (I made the boy cry.)			

42-48 months	E	M	G
uses conjoined & embedded clauses in same sentence (I think the man was in a hurry (embedded) and he hit his head. (conjoined))			
uses infinitives after D.O. (I want him to do it.)			
uses next/last + month/week/year			
uses 3+ adverbs-manner (-ly adverbs)			
uses but to show exception			
uses verb forms* as D.O. (I like swimming.)			

Questions

24-30 months	E	M	G
continues to use rising intonation to ask questions			
uses What + NP or VP?			
uses Where + NP or VP?			
uses What NP doing?			
uses What color?			
uses Who is X?			
asks How many/much? (How many you want? How much is it?)			

30-36 months	E	M	G
uses wh-word + sentence (What the boy eat? Why Mama come?)			
asks Why not?			
asks What for?			
asks How about + sentence?			
asks who, how (How you do that? Who eat that?)			
asks Can you...? May I...?			
asks What happened?			

36-42 months	E	M	G
inconsistently uses auxiliary inversion (Is he? Are you?)			
uses do to ask yes/no and wh- questions			
asks What is/are...? with Sentence Patterns III, IV, V			
asks Who as object question: (Who is Mary hitting?)			
asks When questions			
asks future questions (Are you going to? Will I? What will...?)			

42-48 months	E	M	G
uses did to ask yes/no questions without inversion			
consistently uses inversion of auxiliary and subject noun/pronoun			
asks for detailed explanations			
asks Do you know how to...?			
asks What's that for?			
asks What was/were...?			
asks Was/Were...?			
asks Which...?			
asks What/could/should...?			



Nouns & Noun Modifiers & Relative Causes

4-4 ½ years	E	M	G
uses irregular plural			
can move indirect object to before direct object (I gave her a sweater.)			
uses verb forms as objects of preposition (John kept him from <u>falling off the wall</u> .)			
uses D.O. + relative* : relative pronoun is embedded subject (I like the big ball <u>that's</u> red and white zigzag.)			
uses D.O. + relative* : embedded sentences has a different subject (You took the ball that Mom got me.)			

4 ½-5 years	E	M	G
uses comparative -er			
uses a, the to indicate given vs. new information*			
uses relative* clause to modify object of preposition & to modify indirect object			
uses all of, some of			

5-6 years	E	M	G
uses superlative -est			
uses -er to form nouns (hit → hitter)			
uses verb forms as subjects (Working at home is fun.)			
uses relative* clause after the subject			
uses relative* deletion (The man (who is) driving the car is...)			
uses none of/all of the x but...			

6-8 years	E	M	G
uses irregular comparative/superlative: better/best; worse/worst			
uses more/less/fewer + than; the most/least + of all.			
uses adjective strings that match adult order preferences* (up to 3)			
uses verb forms* as complements (I know working hard is good for me.)			
uses embedded sentences as nouns (John's <u>tearing up of the painting</u> was awful.)			
uses (not) as ___ as			

Prepositions & Pronouns

4-4 ½ years	E	M	G
*Refer to the Boehm list of basic concepts for a more complete list of prepositions that are mastered by ages 6-7.			
uses possessive pronouns: our, their			
uses possessive nominatives: hers, his, yours			
uses adverb-time*: until, before, after			
uses adverb-other: about, (hear/write about)			
uses adverb-other: along, among, except			
uses indefinite pronoun: anything			
uses these, those			

4 ½-5 years	E	M	G
uses reflexive pronouns: himself, herself, yourself			
uses indefinite pronoun: nothing			
uses objective pronoun: us			
uses indefinite pronouns: some, more, one (Some are mine. You have <u>more</u> .)			

5-6 years	E	M	G
uses reflexive pronoun: themselves			
uses possessive nominatives: its, ours, theirs			
conjoins pronouns			
uses this, that , it to stand for entire ideas (The baby fell and hurt itself. It's not my fault.)			
uses adverb-time: for, within, over			
uses adverb-other: instead of, rather than			

6-8 years	E	M	G
uses reflexive pronouns: itself, ourselves			
uses indefinite pronoun: any			
uses indefinite pronouns: anybody/one			
uses indefinite pronouns: all, other, another, many, both (Many come here, but <u>others</u> go to another down the street.)			

Verbs, Adverbs & Infinitives

4-4 ½ years	E	M	G
uses infinitives that contain prepositional phrases (to the park to play)*			
uses infinitives as direct objects (She began to leave.)*			
uses infinitives to state purpose (Mom went to get shoes.)*			
uses infinitives that contain direct objects (...hurried <u>to throw the ball</u>)			
uses infinitives that follow direct objects (swallowed <u>the spider to catch the fly</u>)			

4 ½-5 years	E	M	G
uses adjective + infinitive (He was happy to go.)			
uses indirect discourse : tell (She told me what to do.)			
conjoins infinitives (She needed to go <u>and</u> (to) get some bread.)			

5-6 years	E	M	G
uses -ly productively to form adverbs*			
uses specific times as adverbs (at 2 o'clock)			
uses indirect discourse : say/said that (He said that you can do it.)			
uses indirect discourse : ask (He asked to go.)			
uses infinitive with wh- words (when to leave)			
uses 6.88 words/CU*			

6-8 years	E	M	G
uses infinitives as subjects (To be good is hard.)			
uses indirect discourse : ask(ed) if (He asked if we could leave.)			
uses indirect discourse : ask wh-question (He asked why you left.)			
uses direct quotation			
uses 7.56 words/CU *			

Tense, Negation & Modals

4-4 ½ years	E	M	G
uses shouldn't, didn't			
uses contractible auxiliary (They're coming.)			
uses Pattern V: be + about (It's about Bambi.) am, are, is, was, were			
uses contractible auxiliary* : did, do(es), are			
uses has, does, had			
uses present perfect tense (I <u>have</u> done it.)			
uses past progressive : was/were + verb -ing			
uses negative + past be (aux. & copula): was not, weren't			

4 ½-5 years	E	M	G
uses doesn't, did not, do not			
uses truncated passive* (Mary got hit.)			
uses Vbe – future : will be			
uses Vbe – present perfect (I have been!)			
uses emphatic do/does/did*			

5-6 years	E	M	G
uses present perfect : has + verb -en			
uses negative + perfect tense : haven't, has not + verb -en			
uses future progressive : will be + verb -ing			
uses present perfect progressive : have/has been + verb -ing			
uses modal + progressive : modal + be + verb -ing			
uses negation with say, ask, tell, know that, think,...			

6-8 years	E	M	G
uses past perfect tense (He <u>had</u> eaten it.)			
uses past perfect progressive (had been swimming)			
uses irreversible passive*			
uses negative + past perfect			
uses negation with passive			
uses modal + perfect (+ progressive) (should have been eating, might have hidden)			
always uses irregular past			
uses reversible passive*			

Coordination, Nominals & Adverbials

4-4 ½ years	E	M	G
uses because in clauses			
uses when in clauses			
uses elaborate wh- clauses as direct objects (She decided where we should go next.)			

4 ½-5 years	E	M	G
uses if in clauses			
uses so/so that in clauses			
uses but first			
uses either or, neither nor			

5-6 years	E	M	G
uses so ___ that, such a ___ that			
uses in clauses: as soon as, as long as, until, while, before, after			
uses or to indicate inclusion (Take one or all.)			
uses neither do, and do too, and so do			
uses whether...or (not)			
1 out of 10 sentences contains a subordinate clause or nominal clause			

6-8 years	E	M	G
uses in clauses: although, even though, even if, though, except			
uses in clauses: unless, if only (then), if not			
uses since, as, for (to)			
uses however			
uses wh-nominals as subjects (<u>What she likes</u> is to...)			
uses nominals as direct object and subject (She realized <u>what the girls really wanted</u> was to write the boys.)			
2 out of 10 sentences contain adverbial or nominal subordination			

Questions

4-4 ½ years	E	M	G
asks What do/did...?			
asks Who do/did...?			
asks Where do/did...?			
asks Why do/did...?			
asks Why was/were/is/are...?			
asks How come...?			
asks What if...?			
asks tag questions (We didn't go, did we?)			
asks How about + verb -ing?			
asks Was/were ___ verb -ing?			

4 ½-5 years	E	M	G
asks negative tag questions (We went to the movie, <u>didn't we?</u>)			
asks Which (object) do/did?			
asks Whose...?			
uses does to ask yes/no questions			

5-6 years	E	M	G
asks What is ___ made of?			
asks wh- questions with does (What kind of ___ does...? Where/What does...?)			

6-8 years	E	M	G
uses more, less, most in questions			
asks have questions with present perfect (Have you been there before?)			
asks had questions with past perfect (Had you eaten yet?)			
asks yes/no questions with 2-3 part auxiliaries (Could he have been waving?)			



For Students who use American Sign Language

The American Sign Language Receptive Skills Test

<http://vl2.gallaudet.edu/resources/asl-assessment-toolkits/asl-receptive-skills-test/>

The Standardized Visual Communication Sign
Language Checklist

<http://vl2.gallaudet.edu/resources/vcsl/>



Session Law 2013-119

House Bill 317

- (1) Develop assessment procedures and protocols to measure, at least annually or more frequently if specified in a child's Individualized Education Program (IEP), the acquisition of language skills necessary for literacy using linguistically and culturally appropriate assessment tools. The results of these assessments shall be used to determine whether further support and services, if any, are needed for a child.
- (2) Require an IEP team to use the Communication Plan Worksheet for Student Who is Deaf or Hard of Hearing to document (i) the team's consideration of the language and communication needs of the individual child as the IEP is developed, reviewed, or revised; (ii) data to be used in the placement decisions made for that child; and (iii) the team's review, at least annually, of the child's placement and language and communication needs.
- (3) Ensure that personnel who are highly qualified in the education of children who are deaf or hard of hearing are available to meet the unique needs of each child, including interactions in the child's language and communication modality to meet academic and social goals.
- (4) Develop and implement strategies to ensure that parents of a child who is deaf or hard of hearing know they are entitled to request that the child's IEP team consider placement of their child in a residential setting and, if such a request is made, that a representative from one of the two North Carolina residential/day program schools for the deaf shall be a member of the IEP team.

SECTION 2. The Department of Health and Human Services and other State agencies and organizations upon the request of the Department of Public Instruction (DPI) shall make databases containing information on children under the age of 22 who are diagnosed as deaf or hard of hearing available to DPI. DPI shall use this information to develop and maintain a statewide data tracking system for the purpose of coordinating with other State agencies and organizations and ensuring literacy achievement for all such children who are deaf or hard of hearing.

SECTION 3. This act is effective when it becomes law.
It is the General Assembly read three times and ratified this the 10th day of June, 2013.

s/ Daniel J. Forest
President of the Senate

s/ Thom Tillis
Speaker of the House of Representatives

s/ Pat McCrory
Governor

Approved 4:11 p.m. this 19th day of June, 2013.



Progress Monitoring Tools for Students with a Visual Impairment

[Student Performance Indicators](#)
[Expanded Core Curriculum Checklist](#)
[CVI Range](#)



Progress Monitoring Tool for Students who are Deaf-Blind

The Communication Matrix

A free assessment tool to help families and professionals easily understand the communication status, progress, and unique needs of anyone functioning at the early stages of communication or using forms of communication other than speaking or writing.

<https://communicationmatrix.org/>



What practices affect all kids?

off the mark

by Mark Parisi



What does intervention

What do they do?
What is reserved to do?

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Public Schools of North Carolina

REFLECTIONS, QUESTIONS



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